 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name:** Ms. McCarthy **Lesson #:** Five

**Facet:** Perspective **Grade Level:** 10

**Numbers of Days:** Two classes **Topic:** Nutrition  
  
**PART I:**  
**Objectives**  
Student will understand that there are strengths, needs, and risks related to short-term and long-term health goals. Student will know key terms such as short-term health goal and long-term health goal. Students will be able to analyze specifically what short-term and long-term goals are.  
**Product:** Students will use the site goanimate.com to create a digital short story.  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
  
**Rationale:** Throughout this unit, students will learn the difference between healthy and unhealthy eating habits, including the daily recommended intake of each protein, fats, and carbohydrates, as well as the possible risks related to unhealthy eating habits. Once students establish a general understanding of this, they will then take a look at their own health choices around food and nutrition and create a short-term or long-term goal that includes the possible strengths, risks, and needs related to this goal.  
  
  
**Assessments**   
**Formative (Assessment for Learning)**  
**Section I –** A survey, created using surveymonkey.com, will be used when checking for understanding. Students will use their cell phones to answer each question. All answers are anonymous and the site only records the first text-response sent from a mobile device. This means every student will only be able to answer each question once.  
**Section II –**A rubric will be used by the teacher and the students. The rubric will be used as a guide as well as a grading tool. Students will be able to see what is expected from them when it comes to the product they have created. The rubric will have multiple categories of what the product should look like and include. There will be four levels of mastery shown for each category that students can refer to during the creation process.   
**Summative (Assessment of Learning): Go!Animate (25 points)**: Students (in pairs) will create an animated story by using Go!Animate. They will use one of the many templates available and together, they will create a short animation that argues what constitutes a short-term health goal OR a long-term health goal.  
  
  
**Integration**  
**Technology:** Students will be using goanimate.com to create a digital story. They will be recording their own voices during this process.  
**Content Areas:** English- Students will use appropriate language and word choice. There should be even flow throughout the entire dialogue, including volume and inflection.  
  
  
**Groupings**   
**Section I -** Students will receive two graphic organizers that are almost identical. The graphic organizer will have four boxes that take up the entire page. In the center there will be a small circle that contains a new word/concept. With these graphic organizers, students will have to define the word, write down key characteristics, give examples, and write how it can be used in everyday life. Students will participate in a fishbowl cooperative learning activity. During this activity, students in the inner circle will discuss what short-term goals while students in the outer circle will fill out their graphic organizers. After eight minutes, students will switch roles. Students in the inner circle will discuss what long-term goals are while students in the outer circle fill in their graphic organizers.  
**Section II –**Students will be doing this project in pairs. Using goanimate.com, students can create a brief conversation between two individuals. The conversation will give perspective to what a short-term OR a long-term health goal is. Gifted students will create a conversation that gives perspective on the importance of knowing the difference between short-term and long-term goals.  
  
  
**Differentiated Instruction**  
  
**MI Strategies**  
**Logical:** Students discuss goal-setting, including key characteristics and examples.  
**Verbal:** Fishbowl activity.  
**Visual:** Using goanimate.com to create the digital story.  
**Musical:** Taylor Mali's poem that will be played at the beginning of class.  
**Intrapersonal:** ​Using surveymonkey.com when checking for understanding.  
**Interpersonal:** Partner project.  
**Kinesthetic:** Students will send text messages to answer the survey questions.  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**  
If a student is absent from class, he/she is responsible for picking up the handouts that were given out during the class. Handouts will be in a folder with his/her name on it in a specific bin that has the name and period that the student is in. Included in this folder students will see any texts, websites, or videos that the class got to look at on a given day, videos and text will be available for students to view. Students will also have a written note from the teacher that tells them whether they need to meet with them or not to further explain anything the student missed. Students should have picked a buddy at the beginning of the semester that they can pick up any notes from, as well as the teacher will make notes available on the wikispace. Students will be given the same number of days as the rest of the class to complete any assignments that they have missed.   
  
**Extensions**  
  
**Type II technology:** Using laptops, students will be creating a digital short story (via the use of GoAnimate!) that gives perspective on what a short-term OR a long-term health goal is. They will be recording their own voices during this process.  
Students will be using their cell phones to text in responses to a digital survey created through surveymonkey.com.  
**Gifted Students:** Gifted students will be asked to give perspective on the importance of knowing the difference between short-term and long-term health goals. They will also be creating a digital story using goanimate.com which they will record their voices on.  
  
  
**Materials, Resources and Technology**  
-Laptops  
-Rubrics  
-Graphic Organizers  
-Cell phones  
-<http://www.youtube.com/watch?v=FM8ODjWvows> Taylor Mali's poem An Apple A day  
-<http://www.surveymonkey.com/> Survey  
-Pens/Pencils  
-Paper  
-Class wiki  
- <http://goanimate.com/> Site used to create digital short.  
  
**Source for Lesson Plan and Research**  
<http://www.youtube.com/watch?v=FM8ODjWvows> Taylor Mali's poem An Apple A day  
<http://www.surveymonkey.com/> Website the survey will be on.  
<https://www.presidentschallenge.org/motivated/setting-goals.shtml> Setting goals and sticking to them.  
<http://www.hhpublishing.com/_onlinecourses/BSL/bsl_demo/bsl/motivation/E1.html> Difference between a short-term goal and a long-term.  
<http://medical-dictionary.thefreedictionary.com/short+term+goals> Definition of goal, short-term goal, and long-term goal.  
<http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/SMART%20goals.html> S.M.A.R.T. Goals (main points)  
  
  
  
**PART II:**  
  
**Teaching and Learning Sequence**  
  
Room Arrangement: Desks will be grouped, four desks per group.  
  
  
**Day One:** Introduction of goal-setting. 80 minutes.

* Before we begin class, a YouTube clip of Taylor Mali's poem An Apple a Day will be played. (5 minutes.)
* Have students form desks into two circles, one inside the other. (5 minutes.)
* Fishbowl/Note-taking activity. (20 minutes.)
* Survey to check for understanding. (5 minutes)
* Discussion and Q/A. (20 minutes.)
* Give assignment, assign partners. (5 minutes.)
* Allow for class time to work on project. (20 minutes.)

**Day Two:** Continuum of previous class. 80 minutes.

* Q/A about assignment and progress. (10 minutes.)
* Students get with their partner and work on their digital short story. (20 minutes)
* Students present the digital short stories they have created. (40 minutes.)
* Introduce S.M.A.R.T. goal criteria. (10 minutes)

Students will understand that there are strengths, needs, and risks related to short-term and long-term goals. Specifically in this lesson, students will understand what short-term and long-term goals are and how they are different from one another. This is important because it aids in the success of not only creating a realistic goal but accomplishing it as well. Students develop and analyze a plan to attain a personal health goal. As students take their seats and get ready for class, I will ask them to lower their voices so we can listen to, and watch, a powerful clip. The clip is a typographical video that is in sync with Taylor Mali's poem, An Apple a Day is Not Enough. The video discusses the reality of how unhealthy the United States is and the importance of setting health goals. I will not be posing a discussion directly related to the video, but I will encourage my students to be thinking of what was said throughout the poem during the Fishbowl activity. Students will, as quickly and efficiently as possible, arrange their desks to from two circles, one inside of the other. There will only be five seats in the inner circle. Students who are comfortable leading discussions can offer to be in the middle and those who learn better listening can sit on the outer circle. There will be two rotations, the first group will discuss short-term goals and the second group will discuss long-term goals. This is just an opinion-based discussion; we will have a discussion and Q/A session shortly after this cooperative learning activity. I will be taking notes and will try to remain silent during the Fishbowl activity, but if I need to interject or provoke conversation points. At the end of the second day I will introduce the concept of S.M.A.R.T. goal setting.  
  
**Where, Why, What, Hook, Tailor:** Musical, Verbal, Interpersonal, Kinesthetic  
  
  
Students will know key terms such as; goal, long-term goal, short-term goal, and S.M.A.R.T. goals. Students will be able to analyze specifically what short-term and long-term goals are. See content notes. During the Fishbowl activity, students will be taking notes using graphic organizers that I will hand out as they are getting situated in the circles. Each student will receive two graphic organizers, both almost exactly the same. Each contains four boxes in which students are asked to provide the definition, key characteristics, examples, and how it can be used in everyday life. The only difference between the two is the term located in the middle; one says short-term goal and the other says long-term goal. Students who are participating in the discussion that is taking place in the inner circle do not need to take notes during this time. The first group will discuss short-term goals for about seven minutes. After the discussion has commenced, a new group of students will take their places and discuss long-term goals for about seven minutes. After both terms have been discussed, I will have students take their cell phones out so the class can participate in a digital survey. This survey will allow me to check for their understanding. I will assure them that their answers are anonymous. I will then discuss anything that students didn't grasp and encourage questions. Students should be continuing to record notes on their graphic organizers during this discussion and Q/A session. After I have discussed everything I needed to and there are no more questions I will pair students up and tell them their assignment and rubric.  
**Equip, Explore, Rethink, Tailors:** Visual, Verbal, Interpersonal, Intrapersonal, Logical, Kinesthetic  
  
  
Students will be able to analyze specifically what short-term goals and long-term goals are. Together, in pairs, students will create a digital short story using goanimate.com. Students have the freedom of recording a general dialogue or they can create and record a song. General education students will be assigned the task of analyzing what either a short-term goal is OR what a long-term goal is. Gifted students will also be creating a digital short story using GoAnimate!, however their task is to analyze the differences between a short-term goal and a long-term goal. Students will have plenty of class time to create and finalize their digital stories; they only need to be about five minutes long. Students will be able to use the rubric as a guide during the brainstorming and creation processes. The rubric will used by the student, their partner, and the teacher during the grading process.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Intrapersonal, Logical, Visual, Musical, Verbal  
  
  
A survey created on surveymonkey.com will be used to check for understanding. By use of a rubric, students will evaluate how (individually) they think they did. using the same rubric, students will be evaluated by their partner as well as myself. Both general education students and gifted students will be receiving the same rubric. The task at hand, however, will be different. General education students will be analyzing either the idea of a short-term goal OR that of a long-term goal; whereas, gifted students will be analyzing the distinct difference between short-term and long-term goals. Each set of partners will present their digital short story during the second half of day two of this lesson.  
**Evaluate, Tailors:** Intrapersonal, Verbal, Visual, Interpersonal, Logical  
  
  
  
  
  
**Content Notes**   
  
In general...  
Students will know key terms and definitions such as:

* Goal- A measurable milestone that is established to indicate the success of a plan.
* Short-term goal- A goal that an be achieved in a limited period of time.
* Long-term goal- A goal that is the ultimate result desired when a plan is established or revised.
* Enabling goal- A short-term goal that aids in the achievement of a long-term goal.
* S.M.A.R.T. (goal setting)- Specific. Measurable. Attainable. Realistic. Timely.

Specifically...  
Students will know:

* An enabling goal is like a stepping stone that helps measure progress toward reaching a long-term goal.
* The difference between short-term goals and long-term goals.
  + Short-term goals are the goals you will be able to achieve in the near future, such as; in a day, in a week, or in a month.
  + Long-term goals are the goals you will achieve over a longer period of time, such as; over a semester, over a year, or over multiple years.
* How to identify a realistic goal, opposed to an unrealistic one.
* Examples of both types of goals:
  + A good example of a realistic short-term goal (in terms of nutrition) would be to start eating an apple everyday.
  + A bad example of a short-term goal would be trying to lose twenty pounds in a month. Losing five pounds a week is unrealistic. This would be better as a long-term goal.
* How to set goals and stick with them (according to [The President's Challenge](https://www.presidentschallenge.org/motivated/setting-goals.shtml)).
  + Be realistic: Goals should be challenging, but attainable. Unreachable goals are only discouraging.
  + Think short-term: "Live for the moment." Goals should be meaningful and achievable in the near future.
  + Write it down: Writing out a goal and posting it somewhere you can see it everyday is encouraging and motivating.
  + Keep it simple: Goals should be straightforward. For example, "I will eat two pieces of fruit everyday."
* What each letter of S.M.A.R.T. stands for.
  + S- Specific.
  + M- Measurable.
  + A- Attainable.
  + R- Realistic.
  + T- Timely.
* S.M.A.R.T. keyword definitions and examples.
  + Specific: Addresses who, what, when, where, why, and how.
  + Measurable: There is a starting point/time and an ending point/time that allows noticeable progress over time. (A finish line must be made before it can be crossed.)
  + Attainable: Necessary steps are set that allow you to reach the goal. If attainability is ensured, motivation is produced. If motivation is produced, the goal is more likely to be achieved.
  + Realistic: A goal must be achievable; first in general, then over a specific time frame. Ask yourself, "Am I capable of achieving this goal?" and/or "Am I willing to work for this goal?"
  + Timely: Aiming to achieve a goal in a specific time frame aids in motivation, which in turn, aids in the success of achieving the goal.
* Why goals should be S.M.A.R.T.
  + All aspects have been considered and well thought.
  + Ensures goals have been created with reason.
  + Ensures goals are attainable.
  + Motivation is increased.
  + Likelihood of success is increased.

**Handouts**  
-Rubrics  
-Short-term goal graphic organizer  
-Long-term goal graphic organizer  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
  
**Learning Styles**  
  
***Clipboard:*** Clipboards like organization, so having multiple graphic organizers will be a useful tool for these students. Assessing mastery with a rubric is also a useful tool, it makes the expectations clear and, for these students, easier to accomplish. These students enjoy learning about things that are applicable to real-life situations, like goal setting. These learners like working with others, participating in the Fishbowl activity and having a partner for the lesson's benchmark will both be beneficial for these students.  
***Microscope:***  
These students like to work alone and organize their work. Allowing the discussion aspect of the Fishbowl activity as an option rather than a must is comforting to these students. They will feel comfortable and learn more if they are allowed to listen to what is being said and then use the graphic organizers to organize the material being presented.  
***Puppy:*** Puppies love working with others and having discussions. The fact that this lesson is centered primarily around cooperative learning will make this lesson very enjoyable for these learners.  
***Beach Ball:*** The beach ball learners will love to create and try new things. Being able to use GoAnimate!, which is most likely a new technology the students, will be a fun learning experience. Not to mention creating a digital story is something that is right up a beach ball's alley. Students are allowed to either speak or sing in the digital story, this is definitely a challenge these learners will be up for.  
**Rationale:** By catering to each of the four learning styles, I will be able to ensure that all my students are comfortable in the learning atmosphere. Students will be able to push themselves in some areas and find their niche in others. This will hopefully allow for overall success throughout the entire class.  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative (Assessment for Learning)**  
**Section I –** A survey, created using surveymonkey.com, will be used when checking for understanding. Students will use their cell phones to answer each question. All answers are anonymous and the site only records the first text-response sent from a mobile device. This means every student will only be able to answer each question once. Multiple other activities also aid in my ability to check for understanding, such as class discussions.  
**Section II –**A rubric will be used by the student, their partner, and myself. The same rubric will be used by all three parties. The student will complete an evaluation of his/her individual participation, as well as be evaluated by their partner and myself.  
**Summative (Assessment of Learning): Go!Animate (25 points)**: Students (in pairs) will create an animated story by using Go!Animate. They will use one of the many templates available and, together, create a short animation that discusses a short- or long-term health goal.  
**Rationale:**  
Multiple forms of assessment have been used during this lesson. This is because I realize that each student is different and unique when it comes to the way in which they learn and express mastery. I have tried my best to cater to multiple intelligences and learning styles to aid in the overall success of the entire class. Students express understanding throughout the lesson by means of discussions, surveys, rubrics, and digital animation.  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:** See content notes.  
  
**MLR or CCSS:**  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
**Facet:** Perspective  
  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Logical:** Students discuss goal-setting, including key characteristics and examples.  
**Verbal:** Fishbowl activity.  
**Visual:** Using goanimate.com to create the digital story.  
**Musical:** Taylor Mali's poem that will be played at the beginning of class.  
**Intrapersonal:** Using surveymonkey.com when checking for understanding.  
**Interpersonal:** Partner project.  
**Kinesthetic:** Students will send text messages to answer the survey questions.  
  
**Type II Technology:** Using laptops, students will be creating a digital short story (via the use of GoAnimate!) that gives perspective on what either a short-term goal OR a long-term health goal is. Gifted students will be using the same software to analyze the differences between short-term and long-term goals. All students will be recording their own voices during this process.  
Students will be using their cell phones to text in responses to a digital survey created through surveymonkey.com.  
**Rationale:**   
Throughout this lesson I have incorporated many types of instructional strategies, as well as multiple opportunities to use various technology tools. By incorporating such a wide array of activities and strategies I have ensured that the needs of all students are met. I have also created a safe, comfortable learning environment for each student. I have allowed each student to learn and express mastery of content in a way that they understand and feel comfortable with.   
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** Throughout this lesson I have incorporated many types of learning activities, some technology-based and others, not. I have encouraged creativity through discussion opportunities and the benchmark assessment. I engaged students in exploring real-world issues by asking them to consider short-term and long-term goals, which can be applied to everyday life. I allow for both individual and collaborative opportunities, as well as I give a variety of ways for students to absorb, process, and express knowledge of the content.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
**Rationale:**  
During this lesson, students have had two opportunities to express their understanding by means of a technological device. Students use their cell phones to text in responses to survey questions. Each student responds individually, but everyone participates at the same time. Everyone can see the answers, but not who has answered it. Another technology tool students use to express mastery of the lesson's content is the creation of a digital story by use of GoAnimate! This is a tool that will most likely be new to most, if not all, of the students. There is a tutorial of how to create with this website, but it will still be a learning experience.